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Module 7

# CAREER AND LIFE MANAGEMENT



## LEARNING FACILITATOR'S MANUAL

### Module 7 Culminating Project

### **Note**

**This Career and Life Management Learning Facilitator's Manual contains answers to teacher-assessed assignments and the final test; therefore, it should be kept secure by the teacher. Students should not have access to these assignments or the final tests until they are assigned in a supervised situation. The answers should be stored securely by the teacher at all times.**

Career and Life Management 20  
Learning Facilitator's Manual  
Module 7  
Culminating Project  
Alberta Correspondence School  
ISBN No. 0-7741-0054-0

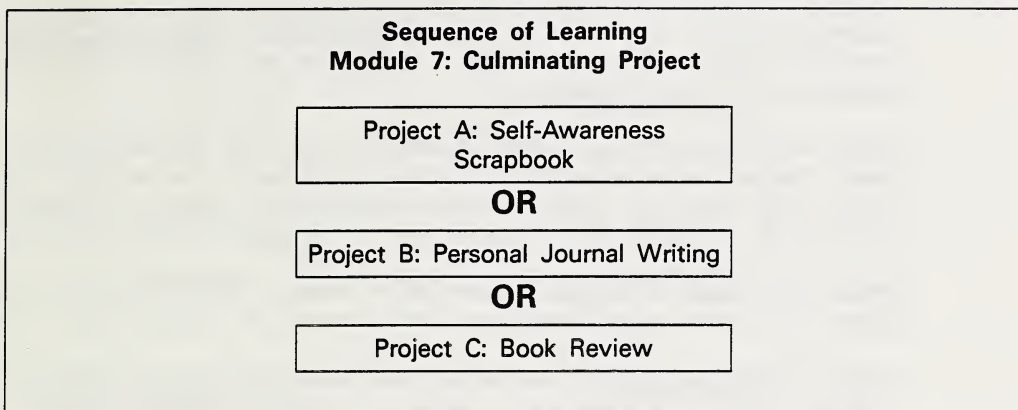
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## Module 7 - Culminating Project: Overview



### Content

Module 7 is intended as an alternate module for completion by those students who choose not to complete Module 6: Human Sexuality.

The student is encouraged to expand his or her exploration of topics covered in other Career and Life Management 20 modules, particularly those relating to self-awareness and relationships.

Project A offers students the opportunity to create a very personal and, hopefully, artistic expression of feelings and interests in the form of a self-awareness scrapbook.

Project B affords students an opportunity to develop skills in personal journal writing.

Project C encourages students to begin critical reading in life management areas which hold special interest for them.

### Resources and Materials

In guiding students to complete the work of this module, the learning facilitator's main role is to provide motivation.

Materials needed to complete Projects A and B are very basic — paper or scrapbooks, writing materials, and materials to cut and glue. The bulk of the material presented in the scrapbook and journal must be the result of a student's own creative effort.

In Project C, the student must choose a book to read and review. Help in securing one of the suggested books or another book deemed acceptable by the facilitator (if the facilitator will be evaluating the project) may be much appreciated by the student.

## Introducing the Module

Although Module 7 is intended as a culminating module in CALM 20, students should be introduced to Module 7, and encouraged to choose their project early in their Career and Life Management 20 course of studies.

Project A involves much self-analysis. If students realize early that they will be choosing this project, this knowledge may augment motivation for activities of Modules 1 and 2 of the course. Also, it may take time to gather materials which students desire to incorporate into their self-awareness scrapbook, and so an early start on this planning may be advisable.

Project B will require a minimum of thirty days to complete. Therefore, students who choose this project may wish to begin its development while working on Modules 1 to 5 of the course.

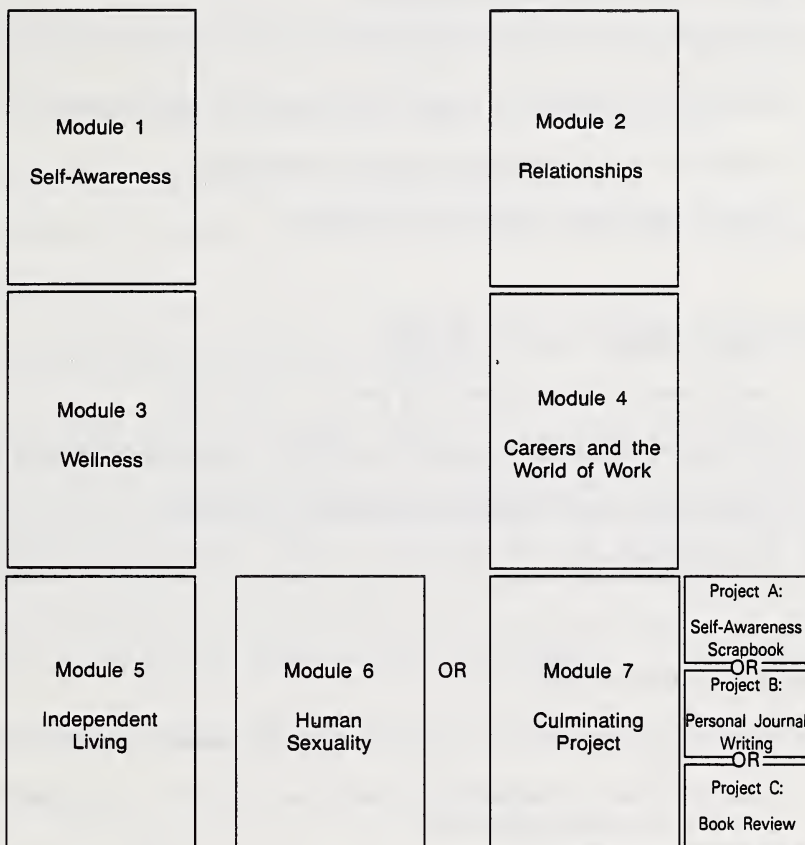
Project C involves searching out and reading a book related to the CALM 20 course of studies. This book search and reading may require a lengthy time period and, therefore, should be begun early.

Module 7 may, then, be introduced early as a culminating focus for the course. This will allow students to make needed arrangements for project completion and should increase motivation for the work of Modules 1 to 5.



## Evaluation

It is suggested that the grading given for the project completed in Module 7 constitute 15% of the final course grading.



The project chosen by each student will be graded out of 100 marks. The following mark breakdown is suggested:

### Project A: Self-Awareness Scrapbook

• adequate number of scrapbook entries	10 (marks)
• ideas clearly presented and topics well-developed by words/pictures, etc.	60 (5 × 12)
• creativity shown in scrapbook design and organization	20
• neatness and general appearance of scrapbook	10
	<hr/>
	100 Total

### Project B: Personal Journal Writing

• journal entries cover adequate time period — thirty days	25 (marks)
• journal entries show evidence of serious effort to develop journal writing skills	40
• journal entries show student has reflected on past entries	25
• general impression	10
	<hr/>
	100 Total

### Project C: Book Review

• book review shows evidence of careful and complete reading of the book chosen	25 (marks)
• book review shows evidence that the student has attempted to apply ideas from the book to current circumstances	35
• book review is well-organized, with examples given when appropriate	15
• book review shows evidence that the author of the book was researched (i.e. author's background, other books by same author)	10
• good spelling and grammar; neat appearance	15
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	100 Total

## **Project A: Self-Awareness Scrapbook**

### **Project Objectives**

Objectives of this project are to

- provide students a channel for self-expression, and an opportunity to affirm important values and beliefs
- provide students the opportunity to extend analysis of their self-awareness
- provide students the opportunity for satisfying creative activity
- allow students the opportunity to self-disclose and receive empathetic, encouraging feedback

### **Comments:**

Project A can be cathartic for students. The scrapbooks students prepare as a result of this project often become treasured mementos of their adolescence.

The variety of topics presented for possible inclusion in the scrapbook allows students to choose a comfortable level of self-disclosure. The variety of types of entry possible allows students to be very creative and have fun designing the form of each scrapbook entry. Learning facilitators are often surprised at the level of self-analysis and disclosure encouraged in even the most reticent of students. It is important that all student work be commented upon by facilitators with empathy and encouragement. Privacy of the student's work, since it involves self-disclosure, must be ensured.

Evaluation should take into consideration the degree to which the student takes advantage of the opportunities for creativity and analysis provided by the project.

## **Project B: Personal Journal Writing**

### **Project Objectives**

Objectives of this project are to

- introduce journal writing as a skill useful to students in providing for their social and emotional growth
- introduce students to a variety of journal writing suggestions and provide an opportunity to experiment with these ideas and practise journal writing skills
- allow students the opportunity to self-disclose and receive empathetic feedback

### Comments:

Of the three projects in this module, Project B involves the highest level of willingness to self-disclose.

Facilitators who have a number of students attempting this project may introduce exercises such as guided imagery and dream interpretation which may increase the richness of journals, but which require a facilitator to introduce, guide, and monitor the learning experience. A number of exercises of this type are outlined in the following texts.

These texts have not undergone the standard review procedures of Alberta Education. Their titles are provided as a service only, to help local jurisdictions identify potentially useful teacher reference resources. The responsibility for evaluating these resources before use rests with the local jurisdiction.

Proffoff, Ira. *At a Journal Workshop*. New York: Dialogue House Library, 1975.

Rainer, Tristine. *The New Diary*. Los Angeles: J.P. Tarcher Inc., 1978.

Simons, George F. *Keeping Your Personal Journal*. New York: Paulist Press, 1978.

Examples of published journals may be introduced as a motivational technique. However, the facilitator could find that this limits rather than expands student experimentation and creativity, as students may copy examples of journal writing style rather than creating their own style.

In evaluating Project B, facilitators must keep in mind that journal writing will be a very new skill for most students. An extremely high level of disclosure and analysis cannot be expected. The facilitator should encourage attempts to use the journal as an emotional sounding-board and to analyse personal feelings whenever this is attempted. The facilitator should also encourage detail in the descriptive word pictures of journal entries. The right to deny the facilitator access to a certain minimum number of entries by covering these entries when the project is submitted for evaluation must be respected.

## Project C: Book Review

### Project Objectives

The general objectives of this project are to

- allow students the opportunity to explore in more detail an aspect of career and life management which they find interesting
- encourage appreciation of books as vehicles for continued learning and self-growth
- afford students practice in relating vicarious experience to their own lives and circumstances



**Comments:**

It is important that a student choose a book he or she has not previously read in order to complete this project. This will assure that the project provides an extension of knowledge for the student.

The focus of the project is the experience of reading the chosen book. The book review guides the student in his or her analysis of insights from the book and their application to his or her own life. The book review also provides a basis for evaluation of the student's efforts in undertaking such analysis.

**Module Summary**

The projects of Module 7, if completed conscientiously, require much effort and emotional investment on the part of the student.

It is equally important however, that the projects be viewed as enjoyable, and as “time out” activities — chances for a student to be creative and to give relaxed thought to his or her life and world. It is in setting this tone for the project module that the influence of the facilitator may be most importantly felt.



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